

Comprehensive Assessment of Need

| LEA Demographics Information | 1. _____ | 2. _____ | 3. _____ | 4. _____ |
|--|-------------------|--------------|---------------|-------------|
| Indicators of Evidence Based Practices/Programs | 1. Not Applicable | 2. Beginning | 3. Developing | 4. Evidence |
| High Student Performance | | | | |
| The core curriculum is research-based and comprehensive (in order to provide for the needs of diverse learners). | | | | |
| A universal screening system is in place to assess strengths and challenges of all students in academic achievement, talents, behavior, and other areas that impact student performance. | | | | |
| Schools use direct measurements of achievement and behavior (learning benchmarks) that inform instruction and produce documentation of a link to positive student outcomes. | | | | |
| Systematic problem-solving and data driven decision making processes are utilized. | | | | |
| Decision making processes utilize established guidelines and a convergence of data. | | | | |

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| High Student Performance | | | | |
| There are shared responsibility among general educators and specific program area specialists (e.g. special education, ELA, AIG, Title I) for prevention and intervention. | | | | |
| Schools maintain a focus on student outcomes. | | | | |
| Prescriptive assessment/progress monitoring is used to promote effective instruction. | | | | |
| The district requires collaboration between educators and parents. | | | | |
| Effective intervention options are required, provided, and documented before, or in lieu of, referral for special education eligibility. | | | | |
| All students are educated in the Least Restrictive Environment (LRE) appropriate to their needs. | | | | |
| Reading instruction addresses the 5 components (phonemic awareness; decoding/phonics/word recognition; fluency; vocabulary; comprehension) in an explicit, systematic, intensive manner with fidelity and sufficient duration. | | | | |
| Writing/Spelling are addressed through specific district-wide program(s). | | | | |
| Mathematics instruction addresses the 4 essential domains (problem-solving; arithmetic skill/fluency; conceptual knowledge/number sense; reasoning ability). | | | | |

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| High Student Performance | | | | |
| The district participates in “Reading First”. | | | | |
| The Reading Mastery/Corrective Reading Programs are offered to students in need of systematic highly structured reading instruction. | | | | |
| The Wilson Reading Program is offered. | | | | |
| The Language! Program is offered. | | | | |
| The Number Worlds Math Program is offered. | | | | |
| The Transitional Math Program is offered. | | | | |
| Other Research-based Interventions or curricula are offered. Please list: | | | | |

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| Healthy Students in Safe, Orderly, and Caring Schools | | | | |
| School-wide behavioral supports consider cultural and linguistic characteristics of the students. | | | | |
| Teachers and staff have been provided training in and consistently practice School-wide Positive Behavior Support. | | | | |
| Quality Teachers, Administrators, and Staff | | | | |
| Data are used to determine appropriate staff development needed. | | | | |
| School personnel understand ways in which communication patterns can influence engagement in learning and achievement for students who are culturally or linguistically diverse. | | | | |
| The district engages in in-depth efforts to help teachers understand the ways in which race, ethnicity, culture, social class, ability and language influence learning and achievement for all students. | | | | |
| Professional development is provided across disciplines. | | | | |
| Coaching and Peer Collaboration are practiced. | | | | |
| On-going training and support is provided to ensure that teachers address individual learning needs through differentiated instruction aligned to academic grade-level content. | | | | |

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|---|--------------------------|---------------------|----------------------|--------------------|
| Strong Family, Community, and Business Support | | | | |
| Community resources are identified and accessed in order to address the needs of culturally and linguistically diverse students. | | | | |
| On-going information and training is provided to educate families about individual learning needs, grade level standards, achievement, and learning support processes, including special education. | | | | |
| Effective and Efficient Operations | | | | |
| The district has a policy that ensures monetary and other resources, including qualified personnel, are distributed to schools according to need. | | | | |
| A system is in place to evaluate implementation integrity/fidelity of research-based interventions. | | | | |
| Use of school staff is flexible, across roles, in order to provide support for various interventions. | | | | |